



## Hilton Head Island Middle

55 Wilborn Road  
Hilton Head Island, SC

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	900 Students	
<b>Principal</b>	Sherry DeSimone	843-689-4500
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Average</b>
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	Average
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

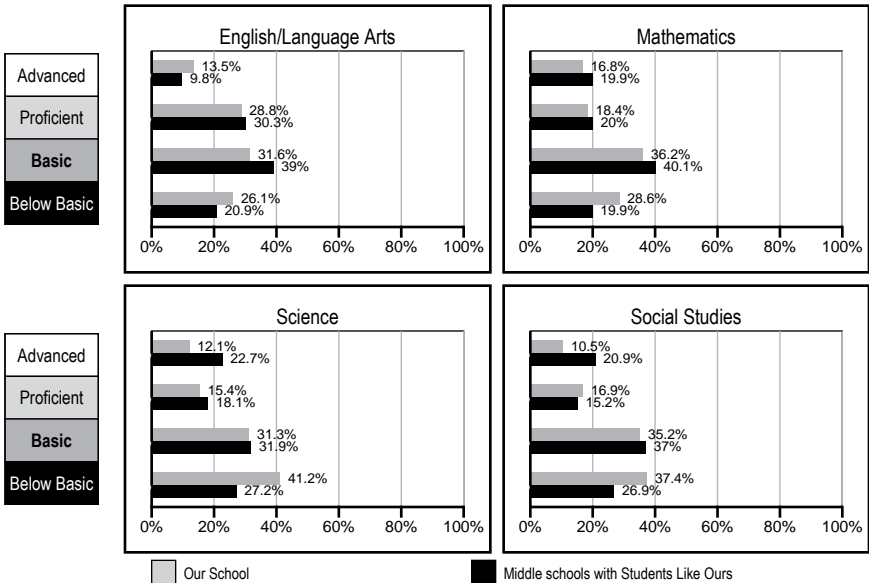
93.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	28	4	2

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	96.9
English 1	100.0	92.8
Physical Science	0	23.8
All Subjects	100.0	96.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=900)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	24.1%	Up from 17.9%	30.1%	19.4%
Retention rate	2.2%	Down from 3.1%	1.6%	1.8%
Attendance rate	96.3%	Up from 95.9%	96.3%	95.8%
Eligible for gifted and talented	22.9%	Up from 22.2%	26.3%	15.3%
With disabilities other than speech	12.1%	Up from 10.6%	11.1%	12.9%
Older than usual for grade	2.3%	Up from 1.8%	1.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.7%	Up from 1.0%	1.0%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=67)</b>				
Teachers with advanced degrees	70.1%	Up from 69.0%	59.7%	55.0%
Continuing contract teachers	74.6%	Up from 70.4%	75.4%	70.6%
Teachers with emergency or provisional certificates	1.7%	Up from 0.0%	3.6%	5.4%
Teachers returning from previous year	86.1%	Up from 83.6%	85.0%	83.4%
Teacher attendance rate	95.8%	Up from 95.2%	95.3%	94.9%
Average teacher salary	\$50,755	Up 3.0%	\$46,811	\$44,706
Professional development days/teacher	14.1 days	Up from 11.5 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 21.5 to 1	22.0 to 1	20.1 to 1
Prime instructional time	90.8%	Up from 89.6%	90.2%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	98.3%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,176	Down 1.2%	\$6,432	\$7,097
Percent of expenditures for instruction*	69.6%	Down from 69.7%	66.8%	64.4%
Percent of expenditures for teacher salaries*	68.1%	Up from 68.0%	62.5%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The faculty and staff spent the first days teaching all students the procedures, policies, and expectations of HHIMS in Stingray 101. We plan to enhance this in the fall with the Positive Behavior Intervention System.

Our MAP scores show gains in all academic areas and give us insight to improved PACT scores. Our ESOL students continue to grow and become proficient in English. We excelled in both academics and athletics. We had 36 Jr. Scholars, 60 students recognized as Stellar Stingrays, and 143 students were enrolled in multiple high school credit courses. Sixty students were involved in the Strive Program, setting life and academic goals, meeting with mentors, and building character.

Our Academic Pep Rally has become a great tradition to celebrate students with perfect attendance, no tardies, making honor roll, meeting character standards, meeting Measure of Academic Progress (MAP) goals, and winning science awards. We used the 212 degree campaign to encourage students and staff to go the extra degree in all aspects of their school experience. We showcased our students many talents in our 1st annual Extra Degree Talent Show.

Our students brought home many trophies and awards this year by participating in Speech Team, Chess Club, Model United Nations Team, Band, Orchestra, Chorus, and many sports teams. For the second year in a row, one of our 8th graders was the Beaufort County District winner for the Lt. Governor's Writing Award. Many of our students were recognized by many local organizations and rewarded by our community.

We inducted 60 8th graders into the National Junior Honor Society. Our Fine Arts Department highlighted student talent during the Spring Art Show, drama productions, and musical performances. Students overwhelmingly (91%) reported that they feel safe at school and feel the teachers challenge them in all of their classes. We do recognize that middle school is a time that students can be bullied. In the fall we are excited to bring "Challenge Day" to our 8th grade class and all teachers and staff. We feel this program will assist our student leaders and staff to better address this serious topic.

Our business partnerships continue to flourish. We have support from many local and regional businesses. Providing lunches, materials, time, energy, talents, and scholarships for students to attend the Washington DC field trip are just a few of the resources that our community members provide us. We have several community members and parents that volunteer their time to mentor and tutor our students.

We are excited to implement the IB-Middle Years Programme at HHIMS. Teachers will be involved in professional development throughout the year to better deliver and differentiate the curriculum. Our staff continues to build relationships with all of our students in hopes to connect students to their learning. Our outstanding PTA, SIC, and Sports Booster Club continue to support all of our efforts. These groups, along with the many parents involved, make our school a wonderful and thriving place for Stingray students. We look forward to continued improvement in the next school year. Our school is undergoing major renovation and upgrading technology. The staff, students, parents, and Hilton Head community are all dedicated to making Hilton Head Island Middle School the best ever!

Sherry DeSimone, Principal  
Chris Gannon, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	258	182
Percent satisfied with learning environment	88.7%	71.7%	73.7%
Percent satisfied with social and physical environment	85.2%	74.0%	71.0%
Percent satisfied with school-home relations	88.1%	88.0%	76.3%

\* Only students at the highest middle school grade level and their parents were included.  
Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	909	99.7	26.8	33.1	29.2	10.9	49.5	47.3	48.2	No	Yes
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**Gender**

Male	461	99.8	32.3	35.1	24.5	8	44.7	40.8	41.7	N/A	N/A
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Female	448	99.6	21	31	34.1	13.8	54.4	54.2	55	N/A	N/A
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**Racial/Ethnic Group**

White	462	99.6	9.1	29.7	42.9	18.3	70.1	65.1	60	Yes	Yes
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African American	159	100	41.7	44.4	11.3	2.6	27.8	30.2	31.7	Yes	Yes
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Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
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Hispanic	281	99.6	48.3	32.8	16.6	2.3	26.3	34.3	38.4	No	Yes
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
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**Disability Status**

Disabled	111	100	68.2	26.2	5.6	0	10.3	12.9	16	No	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	248	99.6	52.9	33	13.7	0.4	20.7	30.2	36.9	No	Yes
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**Socio-Economic Status**

Subsided meals	345	99.7	50.8	35.8	11.8	1.6	23.7	32.3	34	No	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	909	99.8	29.8	38.4	18.2	13.6	40.9	41.7	45.8	No	Yes
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**Gender**

Male	461	99.8	31	36.9	17.7	14.4	41.3	42.3	45.6	N/A	N/A
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Female	448	99.8	28.6	40	18.8	12.6	40.5	41	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	462	99.6	13.5	35.4	27.9	23.3	60.5	60.6	59	Yes	Yes
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African American	159	100	51.7	41.7	5.3	1.3	11.9	22.7	26.9	No	Yes
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Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
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Hispanic	281	100	45.4	41.5	9.2	3.8	23.5	30	38.1	Yes	Yes
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
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**Disability Status**

Disabled	111	100	69.2	26.2	1.9	2.8	12.1	14.1	17.1	No	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	248	100	47.4	43	7	2.6	20.2	26.2	38.7	No	Yes
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**Socio-Economic Status**

Subsided meals	345	99.7	53.3	36.8	7.5	2.5	16.5	26.1	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	609	99.7	40.3	31.8	15.7	12.2	27.9	30.8	35.7	96.3	96.3
<b>Gender</b>											
Male	314	99.4	39.8	28.2	16.7	15.3	32	32.8	37.4	96.1	96.2
Female	295	100	40.9	35.5	14.7	9	23.7	28.7	33.8	96.6	96.4
<b>Racial/Ethnic Group</b>											
White	311	100	20.3	36.8	22.6	20.3	42.9	49.4	49.2	96.4	96.2
African American	109	100	62.5	25	9.6	2.9	12.5	12.7	17	95.6	96.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	96.4	96.7
Hispanic	186	98.9	61.8	27.6	7.1	3.5	10.6	17.4	24.9	96.7	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	N/A	96.1
<b>Disability Status</b>											
Disabled	73	100	69.6	23.2	5.8	1.4	7.2	11.7	14	95.8	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	165	98.8	67.3	25.3	6	1.3	7.3	14.5	24.4	96.6	96.7
<b>Socio-Economic Status</b>											
Subsided meals	229	99.1	68.2	22.7	6.6	2.4	9	15.9	21.1	95.9	96.1

**Social Studies**

All Students	613	99.8	36.3	35.8	17.2	10.6	27.8	28	34	96.3	96.3
<b>Gender</b>											
Male	309	100	36.9	32.8	18.4	11.9	30.4	30	36.6	96.1	96.2
Female	304	99.7	35.8	39	16	9.2	25.2	25.8	31.3	96.6	96.4
<b>Racial/Ethnic Group</b>											
White	309	99.7	21.1	38.8	23.5	16.7	40.1	42.3	44.5	96.4	96.2
African American	104	100	56.7	33	7.2	3.1	10.3	13.4	19.1	95.6	96.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	96.4	96.7
Hispanic	194	100	51.7	32.6	12.4	3.4	15.7	19.4	27.5	96.7	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.1
<b>Disability Status</b>											
Disabled	75	100	71.6	21.6	4.1	2.7	6.8	10	14.4	95.8	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	174	100	54.7	32.1	11.3	1.9	13.2	16.6	27.3	96.6	96.7
<b>Socio-Economic Status</b>											
Subsided meals	228	100	57.1	30.7	10.8	1.4	12.3	14.9	21	95.9	96.1

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	315	99.7	34.4	30.9	22.7	12	34.7
	7	283	100	29.5	36.4	31.1	3	34.1
	8	343	98.5	25.3	39.6	28.5	6.6	35.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S	I/S
	6	306	99.7	25.9	28.3	30.7	15	45.7
	7	314	100	30.4	32.8	30	6.8	36.9
	8	288	99.3	23.8	38.7	26.8	10.8	37.5
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	315	99.7	38.1	33	12.7	16.2	28.9
	7	283	100	27.7	43.6	15.9	12.9	28.8
	8	343	99.1	35.6	45.4	14.2	4.7	18.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S	I/S
	6	306	99.7	30.4	32.1	22.5	15	37.5
	7	314	100	29	37.2	13.7	20.1	33.8
	8	288	99.7	30	46.7	18.5	4.8	23.3
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	157	99.4	52.1	22.9	13.9	11.1	25
	7	283	100	39	34.8	13.3	12.9	26.1
	8	172	99.4	26.7	39.8	21.7	11.8	33.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S	I/S
	6	151	99.3	47.9	26	15.1	11	26
	7	314	99.7	40.8	35.6	14	9.6	23.6
	8	143	100	31.1	29.6	20	19.3	39.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	157	100	24.5	43.5	21.1	10.9	32
	7	283	100	37.1	37.1	12.1	13.6	25.8
	8	169	98.8	29.7	57	12	1.3	13.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	155	100	22.3	36.5	26.4	14.9	41.2
	7	314	100	50.9	26.6	11.3	11.3	22.5
	8	144	99.3	20.1	55.2	20.1	4.5	24.6

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample